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SEVENTH GRADE.

VIOLA DERATT.

REVIEW FOR FEBRUARY.

History.—The subject of study for the month in history has been the social life of the Middle Ages. The teacher described a territory constituting the estate of a feudal lord, showing by a blackboard map the hills, rivers, forests, and quarries possible on such a domain. Given an estate so valuable, and enemies desirous of seizing upon it by force of arms, how could it best be defended? The children chose the site of the castle. From where were the materials and labor necessary to the building of the castle to be obtained? The answer to this question was first surmised and then confirmed by reading.

A bird's-eye view of a castle was placed upon the blackboard. The children found the strong and the weak points of the castle. The teacher told a story involving the various feudal relations: lord and vassal; the oath; sub-infeudation; the king; the vassal town; the vassal church lands. The scene of the story was, of course, the castle represented on the blackboard. The children read descriptions of social types found on the feudal estate.

The story continued, and developed a plot of conflict between a suzerain and his vassal; the siege which followed brought out the method of manning and provisioning the castle, and the modes and weapons of attack and defense. Each child wrote the last chapter of the story, making it end as he wished.

The children next made sketches of castles and costumes of the twelfth and thirteenth centuries, with a view to composing a picture illustrating mediæval life. This is to be drawn in colored crayon on large sheets of charcoal paper.

The "Siege of Torquilstone," from *Ivanhoe*, has been read in connection with the history.

Bookbinding.—The progress in bookbinding has been rather slow, owing to limited time and the tedious work of mending. The books have been taken apart, cleaned, and mended, and are ready for sewing. Cutting-boards for the work were made in the manual-training period. The children also made their own "bone folders."

Geography.—The children attempted to describe trips which they, or some member of their family, had taken recently. They resorted to railroad maps and guides as a help in recalling the route. In this way the main lines to the eastern and western seaboard were worked out, together with the time taken to go by rail, and the distance in miles. We then considered what materials are shipped from Chicago to the East and West, and the

length of time needed for transportation. We found out our leading exports to, and imports from, China, and the routes of steamers and sailing vessels between our ports and those of the Chinese. In tracing the Suez route, we read what was obtainable on the Suez canal. With these facts as a basis, the children discussed the American canal project, read the newspaper accounts and the two treaties with England, and compared the proposed channels.

Nature study.—A daily record of temperature, wind, cloud, length of daylight, has been kept. Other changes in the weather conditions will be observed and recorded as the children become aware of the presence of these. The past month's work has enabled the children to watch the barometric changes. To bring this about, the following series of experiments was planned :

1. To suggest that air is a substance which must be actually taken into account. Experiments: (a) An inverted tumbler pressed downward into a pan of water. What happens? Why? (b) Water poured out of a small-necked bottle. How can it be hastened? (Children invented plan of blowing into bottle through a bent tube.) (c) Flask weighed, air pumped out, flask weighed again. Result? Why?

2. To show air pressure. Experiments: (a) A sheet of rubber drawn over the mouth of a vessel and air pumped out of the vessel. (b) A piece of paper pressed upon the top of a tumbler full of water makes it possible to turn the tumbler in all directions without spilling the water. (c) A glass bottle half filled with colored water and closed with rubber cork. Two glass tubes through the cork, one closed at the top, the other connected with air pump. Air forced into the bottle; water rises in the tube. Why? (d) A flask with rubber cork is half filled with water. A tube through the cork reaches the water. Blowing into the tube causes bubbles to rise to the surface of water. Why? Soon the water spurts from the tube. Why?

The children were asked to give some examples of air pressure in practical use. They mentioned weather-vanes, wind-mills, air-guns, pneumatic tubes, and liquid air.

3. Amount of air pressure. Experiment: A barometer tube filled with mercury inverted and held with open end in a cistern of mercury. What is in the tube above the mercury? Try the weight of a bottle of mercury. How would water act if it were used in place of mercury? Try it. Measure the mercury column. How much air, in weight, will it take to balance this column? How find the amount of air pressure to the square inch?

In the progress of these experiments many questions came up for solution; *e. g.*, if the air supports the column of mercury when the end of the tube is in the cistern of mercury, why will it not do the same when the tube is lifted out of the cistern? This was answered by repeating the experiment of supporting the water in a tumbler by means of a sheet of paper, calling

attention first to the fact that without the paper the water must fall when the glass is inverted.

The following questions were answered by the children in writing: The air extends many miles above the earth; where will the pressure be greater, at the foot of a mountain or at the top? If a barometer be taken to the top of a mountain, what will happen to the mercury column? Can air be put into a flask which is already full of air?

In discussing the last question one child said: "If we should take half the air out of this room, the room would still be full of air." Another said: "The air must be elastic."

The children are now ready to note the daily changes in the barometer and to try to account for them. The teacher explained the method of reading the Standard barometer, and showed its adjustment. The experiments have been accompanied by writing and drawing. Both are very necessary to the clearness of the work, and the conclusion of the teacher is that still more drawing should have been done.

Physical training (Carl J. Kroh), seventh and eighth grades.—Daily class-room exercises, under direction of student teachers. Gymnasium practice: boys—boxing in class order; attacks and guards in position. "Setting-up" drill, United States Naval Academy. Apparatus work: order of optional (individual) work—climbing, vaulting, running. Class work: swing-jumps from flying rings, high standing starts; double horizontal bars: repetition of vaulting forms in connection with facings (see "vaulting exercises"); single horizontal bars: change of position from hang- to stem-support, and *vice versa*. Antagonistics: staff-wrestling; tug-of-war; pushing, pulling. Games: touch-ball; hornets' nest. Outings to lake front. Boys and girls, grammar grades: illustration of month's gymnasium work in morning exercises.

OUTLINE FOR MARCH (GERMAN).

EDWARD PROKOSCH.

DIE NIBELUNGEN.

Als der starke Siegfried, der Sohn des Königs Siegmund von Niederland, herangewachsen war, zog er nach Worms, der Hauptstadt der Burgunder. Er hatte von der Schönheit der Königstochter Kriemhild gehört, die mit ihren Brüdern Gunther, Gernot und Gieselher in Worms lebte, und wollte um sie freien. Niemand kannte ihn als Hagen von Tronje, der tapferste Vasall Gunthers. Er erzählte den Königen, dass Siegfried einst einen Drachen erschlug, sich in dessen Blut badete und seitdem unverwundbar sei. Auch habe Siegfried eine Kappe, durch die er sich unsichtbar machen könne.

Siegfried lebte ein Jahr in Worms und half den Königen in ihren Kämpfen. Dann heirathete er Kriemhild und zog mit ihr nach Hause. Nach zehn Jahren luden Gunther und seine Frau Brunhild sie ein, sie in Worms zu

besuchen. Siegfried und Kriemhild kamen. Aber zwischen den beiden Königinnen erhob sich ein Streit. Kriemhild sagte, ihr Mann sei viel tapferer und stärker als Gunther. Darüber wurde Brunhild so zornig, dass sie von Hagen verlangte, er solle Siegfried töten. Dieser war bereit dazu, denn er hasste Siegfried, weil er ihn um seine Stärke beneidete. Kriemhild hatte nun einen bösen Traum und fürchtete für das Leben ihres Mannes. Sie bat daher Hagen, ihn zu beschützen an der einzigen Stelle, wo er verwundbar war, nämlich zwischen den Schultern; denn als Siegfried in dem Blute des Drachen badete, war ihm ein Lindenblatt dahin gefallen. Hagen versprach es, und damit er die Stelle genau wisse, nähte Kriemhild ein rotes Kreuz auf Siegfrieds Gewand.

Bald danach zogen die Könige mit ihren Vasallen auf eine Jagd. Da schlug Hagen einen Wettlauf nach einer Quelle vor. Siegfried kam zuerst an, aber er wartete, bis Gunther getrunken hatte. Dann bückte er sich zu trinken, aber Hagen stiess seinen Speer durch das Kreuz auf Siegfrieds Gewand in das Herz des Helden, und Siegfried starb.

Die Leiche wurde nach Worms gebracht und vor Kriemhilds Thür gelegt. Sie jammerte laut, als sie den Toten sah und schwor, ihn an Hagen und Gunther zu rächen.

Nach Jahren kam Rüdiger von Bechlarn als Gesandter des Hunnenkönigs Etzel und bat sie, Etzels Weib zu werden. Sie wollte es nicht; aber Rüdiger versprach ihr Rache für alles Leid; da willigte sie ein und zog mit. Nach dreizehn Jahren lud sie ihre Brüder zu einem Fest ein. Die Könige kamen mit Hagen, tausend anderen Vasallen und vielen Knechten. Hagen ahnte, dass sie nicht mehr zurückkommen würden. Aber er fürchtete den Tod nicht.

Am ersten Tag sassen Gunther, Gernot, Giselher, Hagen, Etzel, Kriemhild, Rüdiger und Dietrich von Bern, der Etzels Gast war, beim Festmahle. Da kam plötzlich Hagens Bruder Dankwart blutend in den Saal und rief Hagen zu, dass die Hunnen alle Diener erschlagen hätten.

Hagen springt auf und schlägt dem Kinde Kriemhilds den Kopf ab. Etzel, Kriemhild, Rüdiger und Dietrich verlassen den Saal, und die Hunnen begannen den Kampf gegen die Burgunder. Aber diese blieben Sieger, denn keiner konnte dem grimmen Hagen widerstehen. Die Hunnen zündeten den Saal an, aber die Helden schützten sich mit den Schilden gegen die herabfallenden Brände und blieben am Leben.

Nun verlangte Kriemhild, dass Rüdiger sein Versprechen erfülle. Er war ein Freund der Burgunder und wollte nicht gegen sie kämpfen. Aber er durfte sein Wort nicht brechen und begann den Kampf. Doch auch er wurde erschlagen. Nun wollte Dietrich von Bern ihn rächen. Von den Burgundern waren nur noch Gunther und Hagen am Leben. Dietrich besiegte die beiden Helden und band sie. Kriemhild liess Gunther töten und schlug Hagen mit Siegfrieds Schwert selbst den Kopf ab. Aber

Hildebrand, ein alter Vasall Dietrichs, war darüber so zornig, dass er sein Schwert zog und Kriemhild tötete.

So hatte das Fest mit Leid geendet.

SEVENTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

HENRY T. MORTENSEN.

REVIEW FOR JANUARY.

History.—The children have studied the people of the Middle Ages in their occupations, habits of life, and obvious modes of thinking. As an essential feature of those times, they have studied the monastic system, the life and occupations of the monks, and the feudal castle. Each one, imagining himself a character living in those times, has written autobiographical sketches embodying his ideas of the conditions of life during that age. One child, for example, imagined himself an archer, another a knight. Photographs and stereopticon pictures of the castles and monasteries have helped to give definite imagery.

Literature.—The poem of "Lochinvar" is being read. As there were not enough copies of the poem for each pupil to have one, the children, acting upon their own suggestion, printed copies for themselves. This work has been almost completed, and for a first attempt at "composing" and press-work has been quite successful.

Geography.—As the history brought into prominence the historic places of the United Kingdom, its geography was chosen as the subject of the month. *Longman's Atlas*, wall maps, and Mills's *International Geography* were used in the preparation of the lessons. The children first determined the location of the islands with reference to the United States, and formed their judgments of what the climate should be. They then considered the influence of the ocean currents upon their climate. They also found what the rainfall of the islands is.

After a study of the general topography, the political divisions were taken into account. Scotland appeared to the children to be made up of three natural divisions—the highlands in the north, the middle lowland region, and the southern uplands. An endeavor was made to have the children picture the surface and appearance of the different sections into which they had divided the country, and to form opinions of what the occupations of the people would be. The conclusions of the children were then corrected or confirmed by the teacher and by reference to the *International Geography*. The children expressed, by means of maps on blackboard and on paper, their ideas of the surface of Scotland.